

NATIONAL EDUCATION RESEARCH INSTITUTES

Goal: Conduct high-quality research and development that contribute to educational improvement.

Relationship of Program to Volume 1, Department-wide Objectives: The National Education Research Institutes support Objective 4.3 (an up-to-date knowledge base is available from education research to support education reform and equity) by funding the conduct and distribution of rigorous research that addresses critical education issues.

FY 2000—\$84,782,000

FY 2001—Funds for the National Education Research Institutes program are being requested under the Research, Development, and Dissemination Program. The total FY 2001 request is \$198,567,000.

OBJECTIVE 1: THE FINDINGS AND PRODUCTS OF EDUCATION RESEARCH ARE USEFUL TO POLICY MAKERS AND PRACTITIONERS IN ADDRESSING THEIR HIGH-PRIORITY NEEDS.

Indicator 1.1 Usefulness: Education policy makers and practitioners find research products supported by the Office of Educational Research and Improvement (OERI) to be useful in addressing their high-priority needs.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>As a part of the renewal process, an expert review panel found the scope and focus of the next 5 years of work proposed by the Center for Research on the Education of Students Placed At Risk to be useful in addressing the high-priority needs of at-risk students</i>			<p>Status: Available data do not allow us to actually measure progress. Indicators have been revised to develop targets and performance data that more accurately reflect and measure progress.</p> <p>Explanation: Beginning this year, a representative group of education policy makers and practitioners will judge a sample of products supported by research funds from OERI on their responsiveness and usefulness. Baseline data and performance goals will be established by the next report.</p>	<p>Source: OERI staff are developing an inventory from which to draw a sample of products. A contractor will develop and draw the sample. Reviewers will be drawn from a variety of education organizations, states, and school districts.</p> <p><i>Frequency:</i> Annually. <i>Next Update:</i> December 2000.</p> <p>Validation Procedure: No data to validate.</p> <p>Limitations of Data and Planned Improvements: Available data do not measure progress. Revised strategies and data sources are explained below.</p>
Year	Actual Performance	Performance Targets		
1999:	No data available	No target set		
2000:		Baseline data will be established		
2001:		Will be based on FY 2000 baseline data		

Indicator 1.2 OERI-supported research findings are published in periodicals for education practitioners and policy makers.														
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<p>Four key findings from the National Center for Early Development and Learning's national survey of kindergarten teachers were recently published by <u>Elementary School Journal</u>. The September 1999 article was titled "Kindergarten Teachers' Practices Related to Transition to School: Results of a National Survey."</p> <p>In the November 1999 edition of <u>School Administrator</u> a project director at the Center for Research on Evaluation, Standards and Student Testing offered guidance on key considerations for schools in crafting accountability report cards. The article "Creating School Accountability Reports" included findings from the center's examination of different report card representations.</p> <p>Each edition of <u>Change</u> magazine, published by the American Association for Higher Education, includes a special pullout section about research on higher education being conducted by the National Center for Postsecondary Improvement. This prominent and regular feature has covered a wide range of vital subjects, such as student assessment policies and practices, improvement of postsecondary remediation, the market structure of higher education, and transitions from college to work.</p>	<p>Status: Available data do not allow us to actually measure progress. Indicators have been revised to develop targets and performance data that more accurately reflect and measure progress.</p> <p>Explanation: Beginning this year, OERI will track the publication of OERI-supported research findings in a select set of periodicals for education practitioners and policy makers. Baseline data and performance goals will be established by the next report.</p>	<p>Source: A contractor will be employed to help OERI staff identify a set of publications and to review those publications for OERI-supported research findings. <i>Frequency:</i> Annually. <i>Next Update:</i> December 2000.</p> <p>Validation Procedure: No data to validate.</p> <p>Limitations of Data and Planned Improvements: Available data do not measure progress. Revised strategies and data sources are explained below.</p>												
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OBJECTIVE 2: EDUCATION RESEARCH REFLECTS ACCEPTED STANDARDS OF TECHNICAL MERIT AND EVIDENCE.

Indicator 2.1 Technical Merit: Review panels find a sample of OERI-supported research products to reflect research of a fully acceptable scientific quality.														
Targets and Performance Data	Assessment of Progress	Sources and Data Quality												
<p>The overall assessment of each of the 10 interim peer reviews of research and development centers was positive. Reviewers praised the leadership of centers, the overall high quality of center research, and an intellectual climate that promotes successful work.</p> <p>As a part of the renewal process, an expert review panel found the proposal submitted by the Center for Research on the Education of Students Placed At Risk for the next 5 years of work to be of fully acceptable scientific quality. The panel also made some recommendations that are being incorporated into the scope of work.</p>	<p>Status: Available data do not allow us to actually measure progress. Indicators have been revised to develop targets and performance data that more accurately reflect and measure progress.</p> <p>Explanation: Beginning this year, a panel of researchers will judge a sample of OERI-supported research products on the scientific quality. Baseline data and performance goals will be established by next report.</p>	<p>Source: OERI staff is developing an inventory from which to draw a sample of products. A contractor will develop and draw the sample. Reviewers will be drawn from a variety of research organizations, colleges, and universities. <i>Frequency:</i> Annually. <i>Next Update:</i> December 2000.</p> <p>Validation Procedure: No data to validate.</p> <p>Limitations of Data and Planned Improvements: Available data do not measure progress. Revised strategies and data sources are explained below.</p>												
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Indicator 2.2 OERI-supported research is published in scholarly research journals.														
Targets and Performance Data	Assessment of Progress	Sources and Data Quality												
<p>The article "School Membership in the National Network of Partnership Schools: Progress, Challenges and Next Steps" reported findings from research conducted at the Center for Research on the Education of Students Placed At Risk. It was published in a 1999 edition of <u>The Journal Of Educational Research</u>.</p> <p>The Center for Research on Evaluation, Standards, and Student Testing and the National Center on Increasing the Effectiveness of State and Local Education Reform Efforts at the Consortium for Policy Research in Education were used as sources in the Education Writers Association <u>Background</u> 9 on state standards.</p> <p>The January 1999 edition of the <u>Early Education and Development</u> journal included an article on "Statistical Methods for Describing Developmental Patterns," written by a principal investigator at the National Center for Early Development and Learning.</p> <p>A large section of the June 1998 <u>Phi Delta Kappan</u> was devoted to issues concerning gifted and talented education. The work of the National Research Center on the Gifted and Talented was used as a resource for the six articles in the magazine.</p> <table border="1"> <thead> <tr> <th>Year</th><th>Actual Performance</th><th>Performance Targets</th></tr> </thead> <tbody> <tr> <td>FY 1999:</td><td>No data available</td><td>No target set</td></tr> <tr> <td>FY 2000:</td><td></td><td>Baseline data will be established</td></tr> <tr> <td>FY 2001:</td><td></td><td>Will be based on FY 2000 baseline data</td></tr> </tbody> </table>	Year	Actual Performance	Performance Targets	FY 1999:	No data available	No target set	FY 2000:		Baseline data will be established	FY 2001:		Will be based on FY 2000 baseline data	<p>Status: Available data do not allow us to actually measure progress. Indicators have been revised to develop targets and performance data that more accurately reflect and measure progress.</p> <p>Explanation: Beginning this year, OERI will track the publication of OERI-supported research findings in a set of rigorously peer-reviewed research journals. Baseline data and performance goals will be established by next report.</p>	<p>Source: A contractor will be employed to help OERI staff identify a set of publications and to review those publications for OERI-supported research findings. <i>Frequency:</i> Annually. <i>Next Update:</i> December 2000.</p> <p>Validation Procedure: No data to validate.</p> <p>Limitations of Data and Planned Improvements: Available data do not measure progress. Revised strategies and data sources are explained below.</p>
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KEY STRATEGIES

Strategies Continued from 1999

- ❖ The Office of Educational Research and Improvement (OERI) will continue to expand partnerships with other agencies such as the National Science Foundation and the National Institute of Child Health and Human Development.
- ❖ The Office of Educational Research and Improvement will strengthen internal research capacity by continuing to recruit visiting scholars through the National Academy of Sciences.
- ❖ External and internal quality reviews of products and activities of grantees and contractors following The Office of Educational Research and Improvement's Phase III performance standards will provide ongoing formative evaluation and adjustments to current programs of research.
- ❖ The Office of Educational Research and Improvement continues to work with its National Educational Research Policy and Priorities Board on the development and implementation of a long-term research agenda.
- ❖ Accessible, up-to-date inventories of education research activities and products will be maintained.

New or Strengthened Strategies

- ❖ The Office of Educational Research and Improvement will work closely with the National Research Council to develop a plan for an expanded research program of large-scale, systemic experimentation and demonstration focused on strategic education issues.
- ❖ To ensure that the Office of Educational Research and Improvement continues to improve the usefulness of its research, it will pilot the use of external expert panels of prominent researchers to develop recommendations for a research agenda with a program/problem orientation that builds on and expands cumulative research-based knowledge.
- ❖ The Office of Educational Research and Improvement will undertake new activities to maximize the Federal investment in research and development related to comprehensive school reform by building more productive working relationships among Office of Educational Research and Improvement research staff and research and development contractors designed to foster collaborative and crosscutting research and evaluation activities.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

- ❖ To assist in improving the scientific quality of the Office of Educational Research and Improvement's research, the agency has developed partnerships with other agencies to develop, conduct, and manage grant and contracts programs addressing mutual high priority issues. The Office of Educational Research and Improvement and the National Institute of Child Health and Human Development have undertaken a new initiative to build a knowledge base for improving the literacy learning of English Language Learning Students. The Interagency Education Research Initiative (IERI) is an ongoing partnership between the Office of Educational Research and Improvement, the National Science Foundation, and the National Institutes of Health designed to develop knowledge and experimental methods that will allow for the implementation and evaluation of large-scale educational interventions, which will, in turn, inform educational policy and practice. In order to improve math and science teaching and learning, the Office of Educational Research and Improvement is coordinating the replication of the Third International Mathematics and Science Study of eighth graders. The Office of Educational Research and Improvement is partnering with the National Science Foundation, as well as the 13 states and 14 school districts and consortia of districts that participated in the study as separate entities, to facilitate improved use of data and empirically based improvement strategies.

CHALLENGES TO ACHIEVING PROGRAM GOAL

None.

INDICATOR CHANGES

From FY 1999 Annual Plan (two years old)

Adjusted

- ❖ The goal for the National Education Research Institutes was adjusted to focus more clearly on the actual work the agency manages. Both objectives were revised to reflect a more specific focus on outcome measures, and all indicators were adjusted to include more specific information about the sources to be used.

Dropped—None.

From FY 2000 Annual Plan (last year's)

Adjusted

- ❖ In order to better quantify the measurement of progress, last years' Objective 1 has been revised to focus more specifically on "the findings and products of education research" rather than the more general "education research." For the same purpose, last years' Indicator 2.1 has been revised to indicate that panels will review "a sample of OERI supported research products," rather than "OERI supported research."
- ❖ Indicator 1.1 has been adjusted to address usefulness as well as high-priority needs. Further, it specifies that "education policy makers and practitioners" will judge the usefulness of the Office of Educational Research and Improvement's research products, as opposed to an "expert panel."
- ❖ The use of periodical and journal citations as measurements has been dropped from both Indicator 1.2 and Indicator 2.2 of last year's plan. The Office of Educational Research and Improvement has determined that the universal counting of citations does not represent the usefulness or technical merit of research findings as effectively as the measurement of actual articles printed in a select group of publications.

Dropped

- ❖ Objective 3 (the findings and products of education research are useful to policy makers and practitioners) and Indicator 3.1 (expert panels find the Office of Educational Research and Improvement supported research to be useful to policy makers and practitioners) have been incorporated into this year's Objective 1, Indicator 1.1 (education policy makers and practitioners find research products supported by the Office of Educational Research and Improvement [OERI] to be useful in addressing their high-priority needs).

New

- ❖ Objective 3 addressing the usefulness of the Office of Educational Research and Improvement's findings and products to policy makers and practitioners was added.

INDICATOR CHANGES (CONTINUED)**From FY 2000 Annual Plan (last year's)**Explanation/Comments

- ❖ For each of the indicators, the target, performance measures and/or data sources have been revised to some extent. These revisions are based upon both the Office of Educational Research and Improvement's experience in unsuccessfully attempting to quantify performance with the previous measures, and upon a careful reconsideration of how best to both measure and improve the most critical aspects of the Office of Educational Research and Improvement's performance.
- ❖ The Office of Educational Research and Improvement's experience this year has shown that many of the performance measures and data sources currently used will not, in fact, allow it to measure adequately progress toward meeting its critical objectives. The Office of Educational Research and Improvement's new system of expert panels did provide an overall assessment of the quality of the Office of Educational Research and Improvement's research program and recommendations for improvements, but that system does not provide measures for gauging progress over time. Similarly, the more narrowly focused review panels employed to conduct interim reviews of the Office of Educational Research and Improvement's Research and Development Centers did not provide data useful for the purposes of this report. Those reviews, formative in nature, are not conducted annually and do not provide measurement data. The usefulness of both the new system of expert panels and the more traditional review panels are therefore limited as measures in an ongoing performance based indicator system.
- ❖ After careful consideration, the Office of Educational Research and Improvement has determined that a revised set of performance measures is needed to provide useful information on the most critical aspects of its work. For example, the analysis of publications based upon Office of Educational Research and Improvement supported research has been revised to include only articles and citations printed in a pre-selected group of periodicals and journals which are known to employ rigorous peer review processes. This better represents measurement of progress toward a high standard of quality as opposed to measurement of the volume of publications. Similarly, the Office of Educational Research and Improvement will begin to employ panels of experts to assess its work products as a central means for judging the quality and effectiveness of its investments. Such data will provide important feedback to guide the Office of Educational Research and Improvement's future improvement efforts, while also giving both the agency and the Congress meaningful indicators for measuring progress over time.